



Silently Straining in a New World

Exploring English Language Learners with Language Disabilities

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BACKGROUND

Problem:

- ELLs have their own challenges with learning to read/write
- ELLs with learning disabilities magnifies difficulty of acquiring language
- Currently difficult for educators to differentiate the two

Purpose:

- Better accommodate, assist, and encourage our diverse students



5 Things Your ELL Student Needs but Won't Tell You:

Please give me more time to answer questions. I am processing between TWO languages and sometimes THREE. Patience is important.

If we have to take notes, can I have guided notes? That way, I can focus on learning the content versus trying to listen, process, AND take notes.

I don't understand many of the words I'm hearing. Pictures, translations, and concrete items help reinforce new vocabulary.

Please focus on my content rather than my spelling/grammar errors. I'm learning content and language at the same time.

Tests are really hard for me. Can you simplify the words and phrasing so I can understand? Ex: car instead of automobile.

FINDINGS

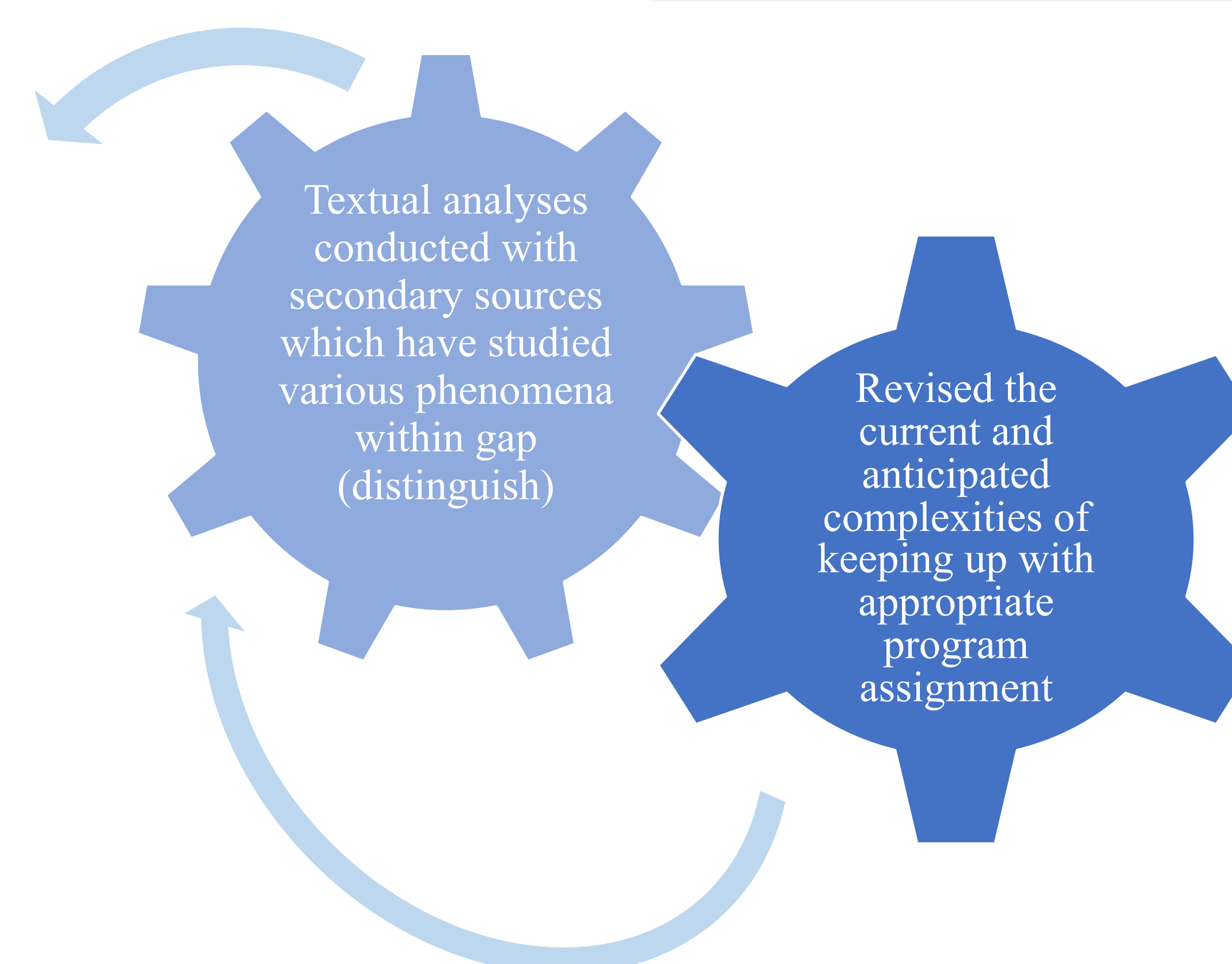
Studies show steady improvements within low scoring ELL (with suspected LD) when consistent progress evaluations were incorporated



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METHOD + ANALYSIS

- Secondary Analysis
- Examining Theoretical Studies
- Extended Literature Review



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CONCLUSIONS

- Engage with whom primarily test lower than average
- Have educators assess methods of initial evaluation
- Consistent progress times with those who are perceived to be an ELL with a LD